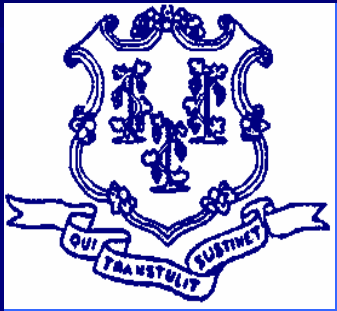


School Wellness Policy Getting Started

*Connecticut State Department of Education
Bureau of Health and Nutrition Services
and Child/Family/School Partnerships*

January 2006





The Child Nutrition and WIC Reauthorization Act of 2004

Public Law 108-265
enacted June 30, 2004

Section 204 – Local Wellness Policy

“Not later than the first day of the school year beginning after June 30, 2006, each local educational agency ... shall establish a local school wellness policy”

Local Wellness Policy

Child Nutrition and WIC Reauthorization Act of 2004 (PL 108-265)

1. Applies to all schools **participating in USDA child nutrition programs**
2. In place for **2006-2007** school year
3. Includes goals for **nutrition education, physical activity**, and other activities to promote **student wellness**
4. Includes **nutrition guidelines** for all foods available at school during the school day



Local Wellness Policy

Child Nutrition and WIC Reauthorization Act of 2004 (PL 108-265)

5. Assures that guidelines for **school meals** meet USDA requirements
6. Establishes a plan for **measuring** implementation
7. Involves **parents, students, food service, the school board, school administrators, and the public**

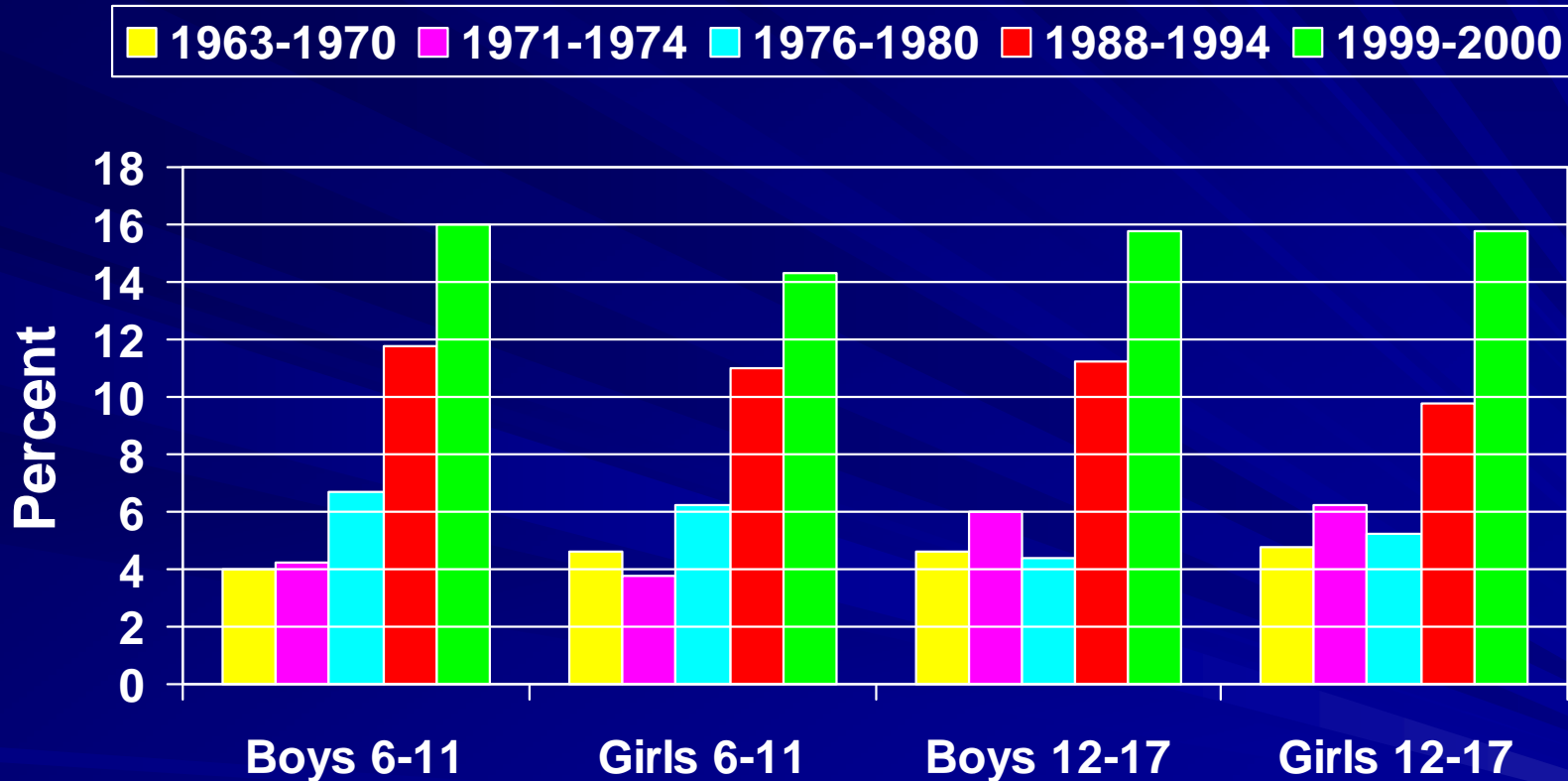


Local Wellness Policy

*Why is it
important?*



Prevalence of Overweight in Children and Teens



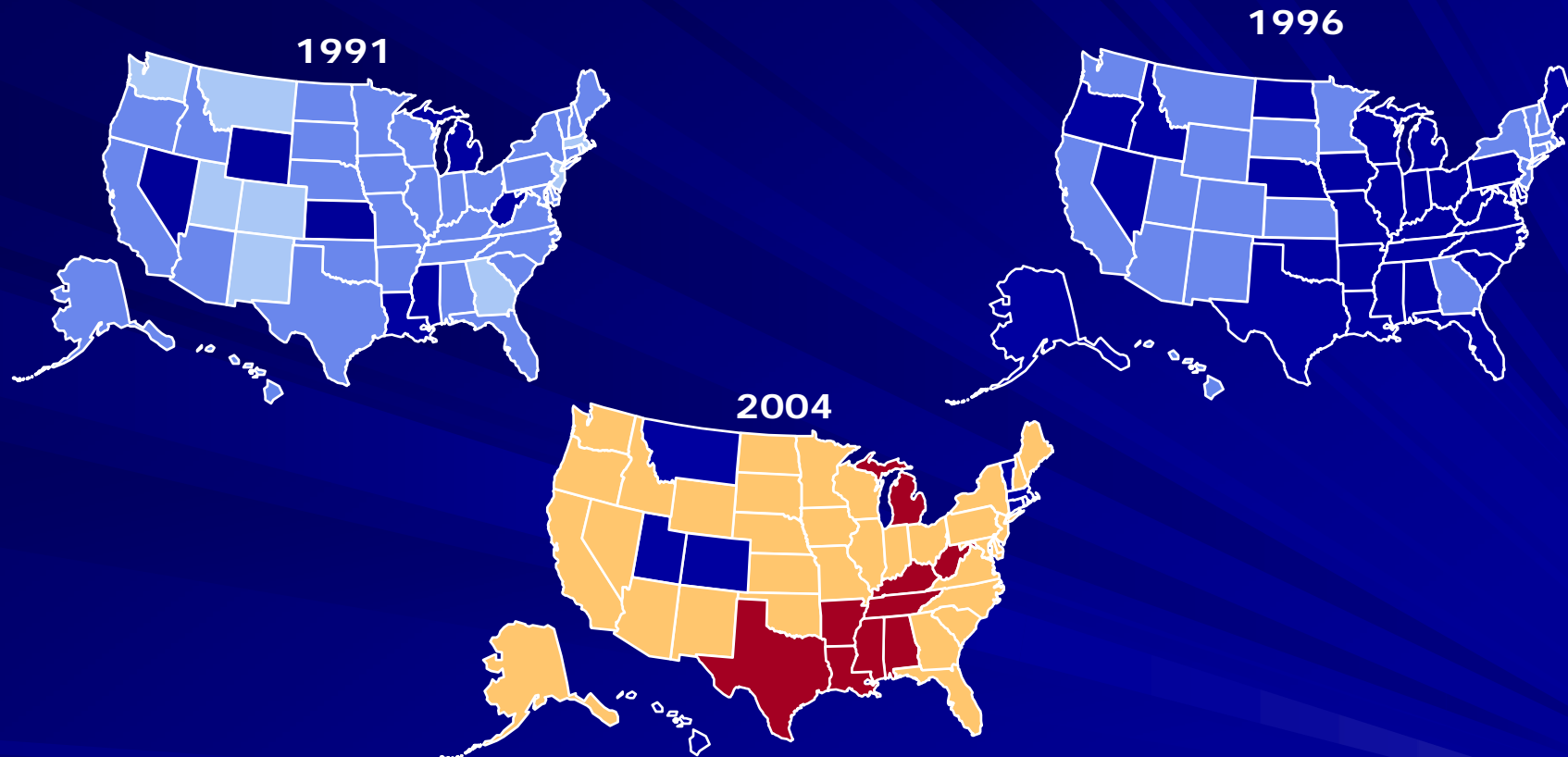
Ogden CL, Flegal KM, Carroll MD, Johnson CL. Prevalence and trends in overweight among US children and adolescents, 1999-2000. JAMA 288:1728-32. 2002.

Obesity Trends* Among U.S. Adults

BRFSS, 1991, 1996, 2004

7

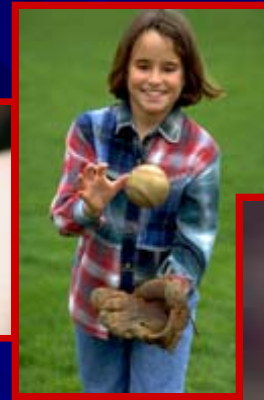
(*BMI ≥ 30 , or about 30 lbs overweight for 5'4" person)



Legend: No Data, <10%, 10%-14%, 15%-19%, 20%-24%, $\geq 25\%$

Behavioral Risk Factor Surveillance System, Centers for Disease Control and Prevention:
http://www.cdc.gov/nccdphp/dnpa/obesity/trend/maps/obesity_trends_2004.ppt

Health and Achievement



Nutrition and Physical Activity Promote Achievement

When children's basic nutrition and fitness needs are met, they have the cognitive energy to learn and achieve.



Poor Nutrition Hampers Academic Achievement

- **Food-insufficient children** (ages 6-11) had significantly lower arithmetic scores and were more likely to repeat a grade



Alaimo, K., Olson, C.M., and Frongillo, E.A. (2001). Food insufficiency and American school-aged children's cognitive, academic, and psychosocial development, 108(1),44-53

Poor Nutrition Hampers Academic Achievement

- **Food-insufficient teens** (ages 12 to 16) are more likely to:
 - visit a psychologist
 - be suspended from school
 - have difficulty getting along with others
 - have no friends



Alaimo, K., Olson, C.M., and Frongillo, E.A. (2001). Food insufficiency and American school-aged children's cognitive, academic, and psychosocial development, 108(1),44-53



**Physical activity
is positively
associated
with academic
performance**

Dwyer, T., Blizzard, L., and Dean, K. (1996). Physical activity and performance in children. *Nutrition Reviews*, 54(4), S27-S31

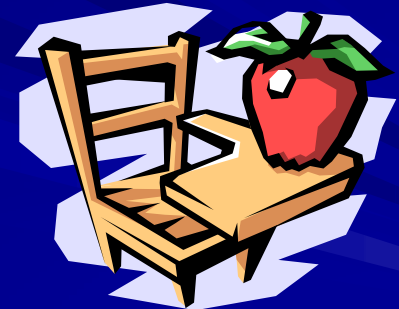


Increased Physical Activity Leads to Higher Academic Achievement

13

Schools offering intensive physical activity programs see **positive effects on academic achievement** even when time is taken from academic day

- increased concentration
- improved mathematics, reading and writing scores
- reduced disruptive behaviors



Shepard RJ. (1997). *Pediatric Exercise Science*, 9, 113-126.
Sallis JF, et al. (1999). *Res Q Exerc Sport*, 70(2), 127-134

What are the effects of poor eating habits?



Health consequences of poor eating habits include...

What are the effects of poor eating habits?

Overweight children have higher rates of

- Type 2 diabetes
- High blood lipid levels
- High blood pressure
- Bone and joint problems



Overweight children are more likely to experience discrimination and low self-esteem



Making It Happen! School Nutrition Success Stories
www.fns.usda.gov/tn/Resources/makingithappen.html

Impact of Breakfast

Well-nourished students who skip breakfast perform worse on **tests** and have poor concentration

■ **Kids who eat breakfast learn better**

- Are able to concentrate on learning
- Make fewer errors
- Score higher on tests
- Are more creative
- Work faster



■ **Kids who eat breakfast behave better**

- Cause fewer fights
- More cooperative
- Less likely to be sent to principal's office for discipline problems
- Get along better with classmates

Hidden school cost considerations¹⁷

Poor nutrition, inactivity and weight problems result in hidden costs, including



- Extra staff time and attention devoted to students with low academic performance or behavior problems caused by poor nutrition and physical inactivity
- Costs associated with time and staff needed to administer medications needed by students with associated physical and emotional problems

www.actionforhealthykids.org Sept. 23, 2004 news release

Local Wellness Policy

Purpose:

To have districts develop their **own** policy focusing on encouraging healthy and balanced lifestyles in students



Required Components of School Wellness Policy Overview

1. Nutrition Education and Promotion
2. Physical Activity and Physical Education
3. Nutrition Standards for Foods at School (School Meals and Other Foods and Beverages)
4. Other School-Based Wellness Activities
5. Communication and Promotion
6. Measurement and Evaluation

Steps to a Wellness Policy

1. **Identify Your Team**
2. **Research Existing Policies and Processes**
3. **Conduct Local Assessment**
4. Prioritize Needs and Develop an Action Plan
5. Draft Policy Language
6. Build Awareness and Support
7. Adopt and Implement the Policy
8. Maintain, Measure and Evaluate



Policymaking Steps

Step 1 - Identify Your Team

A successful team includes:

- 1. Parents***
- 2. Students***
- 3. School food service***
- 4. School board***
- 5. School administrators***
- 6. Members of the public***
- 7. School nurse**
- 8. Physical education coordinator/teacher**
- 9. Health education coordinator/teacher**

***Team members required by USDA**

Other Members Appropriate to Local Needs

Other school staff members, e.g., school medical advisors, curriculum supervisors, school counselors, family and consumer sciences teachers, school social workers, school business officials

Health care providers, e.g., pediatricians, dietitians, nutrition/health consultants, dentists

Nonprofit health organizations, e.g., American Cancer Society, American Diabetes Association, American Heart Association

Community groups, e.g., YMCA, YWCA, Boy Scouts, Girl Scouts, boys and girls clubs, faith-based groups

Physical activity groups, e.g., town park and recreation programs, YMCA/YWCA, youth sports leagues, and commercial fitness centers

University departments and other government agencies involved in evaluation, nutrition and physical activity, e.g., local cooperative extension service

Hospitals and public health representatives, e.g., local health department

Polycymaking Steps



1. Identify Policy Development Team
2. Research Existing Local Policies and Utilize the Existing Development Process
 - Understand local policy development process
 - ✓ Identify key players
 - ✓ Who needs to review and approve the draft
 - ✓ Typical timeline for review and approval
 - Identify and review existing laws and policies
 - ✓ Local (other school districts as well as your own), state, and federal requirements

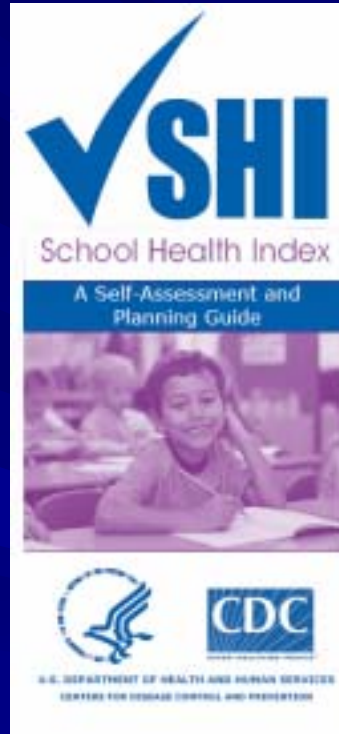
Polycymaking Steps

1. Identify Policy Development Team
2. Research Existing Local Policies and Utilize the Existing Development Process
3. Conduct Local Assessment Process



Policymaking Steps

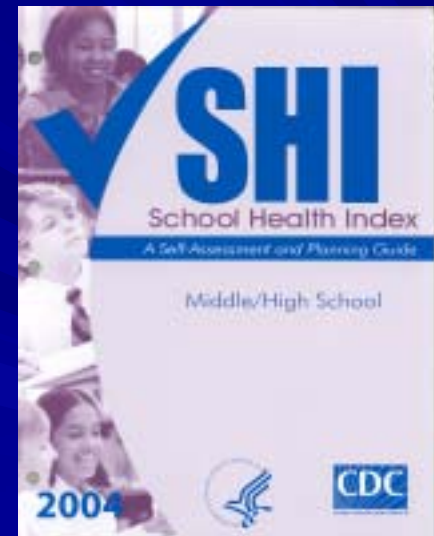
Step 3 - Conduct Local Assessment



<http://apps.nccd.cdc.gov/shi/default.aspx>

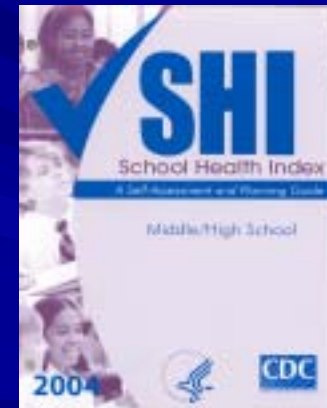
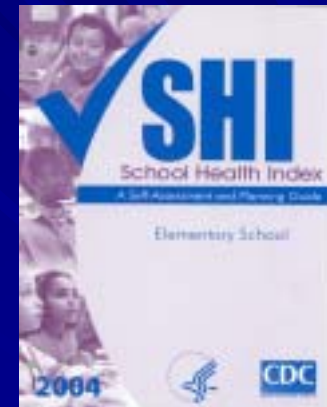
School Health Index: A Self-Assessment and Planning Guide

- Identify your own school's strengths and weaknesses
- Prioritize issues
- Develop an action plan
- Involve teachers, students, parents, and community



School Health Index: A Self-Assessment and Planning Guide

- **Two versions**
 - Elementary School
 - Middle/High School
- **Designed for school-level use –
can be adapted for district level**
- **Each version has 8 modules,
corresponding to the
Coordinated School Health
Program model**



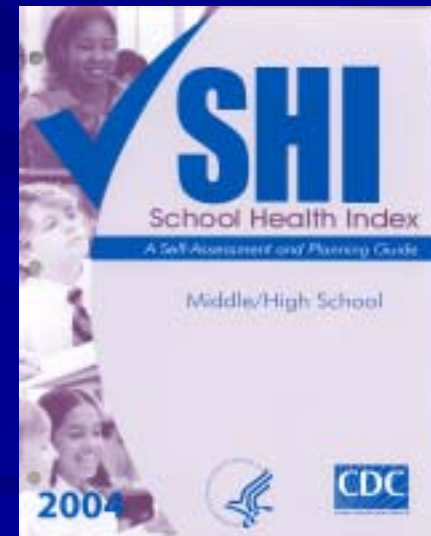
School Health Index: A Self-Assessment and Planning Guide

28

■ Planning for Improvement Section

- School Health Improvement Plan

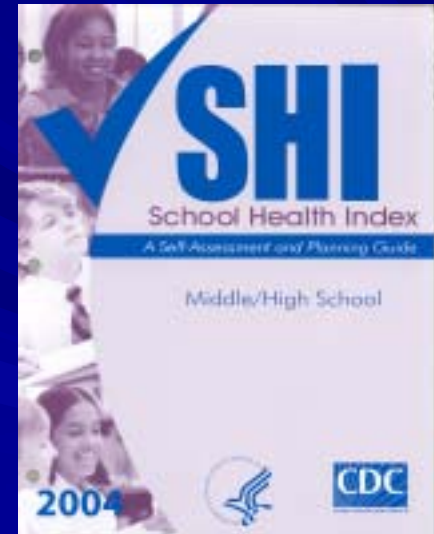
■ Resources Section



School Health Index: A Self-Assessment and Planning Guide

Time Commitment

- **The entire *School Health Index* can be completed in as little as 5 hours**
 - **Modules 1-4 about one hour each**
 - **Modules 5-8 about 20-30 minutes each**



Question CC.1

Representative school health committee

Does the school have a representative* committee that meets at least twice a year and oversees school health and safety policies and programs?

***Representative** means includes relevant members of the school and local communities (e.g., parents, students, teachers, administrators, food service staff, nurses, coaches and counselors) and members of health departments, community organizations, and law enforcement agencies.

Question CC.1

Scoring Descriptions

3 = Yes

2 = There is a committee that does this, but it could be more representative

1 = There is a committee, but it is not representative or it meets less than twice a year

0 = No

Holiday Hill Middle School

Module 1: School Health and Safety Policies and Environment Scorecard

		Fully in Place	Partially in Place	Under Development	Not in Place
CC.1	Representative school health committee	3	2	①	0
CC.2	Written school health and safety policies	3	2	①	0
CC.3	Communicate school health and safety policies to students, parents, staff and visitors	3	②	1	0
CC.4	Connectedness to school	3	②	1	0
CC.5	Overcome barriers to learning	3	②	1	0
CC.6	Enrichment experiences	3	②	1	0
S.1	Safe physical environment	3	②	1	0
S.2	Maintain safe physical environment	③	2	1	0
S.3	No tolerance for harassment or bullying	③	2	1	0
S.4	Active supervision to promote safety	3	②	1	0
S.5	Written crisis response plan	③	2	1	0
S.6	Staff development on unintentional injuries, violence and suicide	3	②	1	0

Holiday Hill Middle School

Module 1: School Health and Safety Policies and Environment Scorecard

		Fully in Place	Partially in Place	Under Development	Not in Place
PA.1	Access to physical activity facilities outside of school hours	3	2	①	0
PA.2	Adequate physical activity facilities	3	②	1	0
PA.3	Prohibit using physical activity as punishment	3	2	1	①
N.1	Prohibit using of food as reward or punishment	3	2	1	①
N.2	Fundraising efforts supportive of healthy eating	3	2	①	0
N.3	Restrict access to foods of minimal nutritional value	3	②	1	0
N.4	Restrict access to other foods of low nutritive value	3	2	①	0

Module 1: School Health and Safety Policies and Environment Scorecard

		Fully in Place	Partially in Place	Under Development	Not in Place
T.1	Prohibit tobacco use among students	3	2	1	0
T.2	Prohibit tobacco use among staff and visitors	3	2	1	0
T.3	Enforce tobacco-use policies	3	2	1	0
T.4	Prohibit tobacco advertising	3	2	1	0
T.5	Tobacco-use cessation services	3	2	1	0
A.1	Written policies for self-carry and self-administration of meds	3	2	1	0
A.2	Professional development on asthma	3	2	1	0
A.3	Implement indoor air quality practices	3	2	1	0
A.4	Implement integrated pest management practices	3	2	1	0
COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row: (If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (84) by subtracting 3 for each question eliminated.)		27	24	5	0
		TOTAL POINTS: Add the four sums above and enter the total to the right.			56
		MODULE SCORE = (Total Points/84) x 100			66.7 %

Things to Keep in Mind

- Answer questions as **accurately** as possible...this is a **self-help tool**, not an instrument to punish
- Work through any ambiguities yourselves.
- There is **no passing grade**...this is designed to help you understand your school, not to compare with others
- You should **expect** to get at least **some low scores**...low scores can help you build awareness of areas needing improvement

Module 1: School Health and Safety Policies and Environment

Sample Completed Planning Questions

Planning Question 1

Look back at the scores you assigned to each question. According to these scores, what are the strengths and weaknesses of your school's policies and environment related to students' health and safety?

Strengths

Our physical environment is safe (S.1)

No tolerance for harassment or bullying (S.3)

Weaknesses

Do not have a committee to oversee our health programs (CC1)

Does not have written school health and safety policies (CC.2)

*Refer to the Sample Completed Planning Questions (**Goldenrod handout**) for more examples.*

Module 1: School Health and Safety Policies and Environment

Sample Completed Planning Questions

Planning Question 2

For each of the weaknesses identified above, list several recommended actions to improve the school's scores (e.g., create and maintain a school health committee)

1. Form a school health committee
2. Develop school health and safety policies via school health committee

Refer to the Sample Completed Planning Questions (Goldenrod handout) for more examples.

Rate the Recommendations

Planning Question 3

List each of the actions identified in Planning Question 2 on the table below. Use the five-point scales defined below to rank each action on five dimensions (importance, cost, time, commitment, feasibility). Add the points for each action to get the total points. Use the total points to help you choose one, two, or three top-priority actions that you will recommend to the *School Health Index* tem for implementation this year.

Importance	How important is the action to my school?		
	5 = Very important	3 = Moderately important	1 = Not important
Cost	How expensive would it be to plan and implement the action?		
	5 = Not expensive	3 = Moderately expensive	1 = Very expensive
Time	How much time and effort would it take to implement the action?		
	5 = Little or no time and effort	3 = Moderate time and effort	1 = Very great time and effort
Commitment	How enthusiastic would the school community be about implementing the action?		
	5 = Very enthusiastic	3 = Moderately enthusiastic	1 = Not enthusiastic
Feasibility	How difficult would it be to complete the action?		
	5 = Not difficult	3 = Moderately difficult	1 = Very difficult

Planning Question 3

Determine Priority Actions

Module 1 Actions	Importance	Cost	Time	Commitment	Feasibility	Total Points	Top- Priority Action?

Planning for Improvement

- Complete the School Health Improvement Plan (**cherry handout**)



School Health Improvement Plan

1. In the first column: list, in priority order, the Actions that the *School Health Index* team has agreed to implement.
2. In the second column: List the specific Steps that need to be taken to implement each Action.
3. In the third column: List the people who will be responsible for each Step and when the work will be completed.

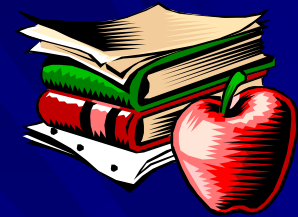
Actions	Steps	By Whom and When
1.	a.	
	b.	
	c.	
	d.	
	e.	
	f.	
	g.	
2.	a.	
	b.	
	c.	
	d.	
	e.	

School Health Improvement Plan

1. In the first column: list, in priority order, the Actions that the *School Health Index* team has agreed to implement.
2. In the second column: List the specific Steps that need to be taken to implement each Action.
3. In the third column: List the people who will be responsible for each Step, when the work will begin, and when it will finish.

Actions	Steps	By Whom and When
1. Establish new policy to set nutrition standards for foods at school.	a. Contact other schools and experts to identify model policies.	Sally H. 10/2
	b. Conduct taste tests for healthy alternatives that students like.	Mildred P. 10/23
	c. Meet with principal to get support.	Sally H. 10/25
	d. Develop draft policy.	Henry T. 11/2
	e. Get feedback from teachers, parents, students, administrators, and community members.	Sally H. 11/15
	f. Develop slide show about policy to staff, students, parents and district.	Mildred P. 11/26
	g. Schedule and deliver presentations to staff, students and parents.	Henry T. 12/2

School Policies Resources

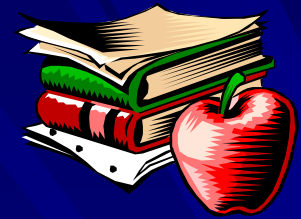


Action Guide for School Nutrition and Physical Activity Policies

Purpose: Encourage healthy lifestyles in students by promoting the development and implementation of comprehensive nutrition and physical activity policies by local boards of education



School Policies Resources



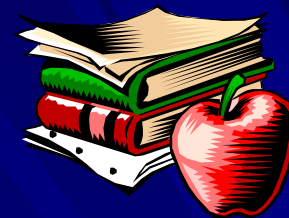
44

Healthy School Nutrition Environment Resource List

Connecticut State Department of Education

www.state.ct.us/sde/deps/Student/NutritionEd/index.htm

School Policies Resources



Team Nutrition

www.fns.usda.gov/tn/Healthy/wellnesspolicy.html

National Alliance for Nutrition and Activity

www.schoolwellnesspolicies.org/

School Nutrition Association (formerly known as the American School Food Service Association)

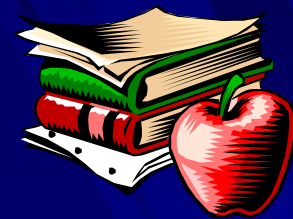
www.asfsa.org/childnutrition/fsoperations/policies/index.asp

Action for Healthy Kids

www.actionforhealthykids.org/resources/wp.php

School Policies

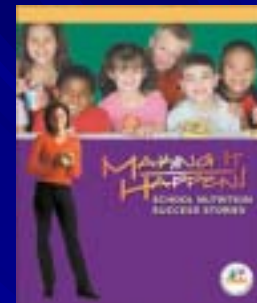
Resources



46

Making It Happen! School Nutrition Success Stories

US Department of Agriculture



www.fns.usda.gov/tn/Resources/makingithappen.html

Stories from 32 schools and school districts that have made innovative changes to improve the nutritional quality of all foods and beverages offered and sold on school campuses

School Nutrition Policies Pilot

Connecticut's 2003 Team Nutrition Grant (9/30/03-9/30/05)

■ **Timeframe:**

January 2004 through June 2005

■ **10 Districts:**

- Farmington Public Schools
- Franklin Elementary School
- Killingly Public Schools
- Milford Public Schools
- Norwalk Public Schools
- Putnam Public Schools
- Regional School District #10
- Ridgefield Public Schools
- Salem Public School
- Windham Public Schools



School Nutrition Policies Pilot

Connecticut's 2003 Team Nutrition Grant (9/30/03-9/30/05)

48

Key Requirements

■ Develop School Health Team

- school administrator
- health educator
- physical education teacher
- food service director
- school nurse
- parent representative



School Nutrition Policies Pilot

Connecticut's 2003 Team Nutrition Grant (9/30/03-9/30/05)

49

Key Requirements

- **Develop an Action Plan** to provide and support a healthy school environment, through implementation of nutrition and physical activity policies
- **Develop policies** on nutrition and physical activity



School Nutrition Policies Pilot

Connecticut's 2003 Team Nutrition Grant (9/30/03-9/30/05)

Barriers to Policy Development (Ranked in Order)

1. Irregular meeting **attendance** by School Health Team members
2. Finding **time** to hold School Health Team meetings
3. Insufficient **administrative support** for the policy development process
4. Lack of “**buy-in**” or support from school staff
5. **Turnover** of School Health Team members
6. Insufficient **funding** for the policy development process and
7. Insufficient **training** on policy development

School Nutrition Policies Pilot

Connecticut's 2003 Team Nutrition Grant (9/30/03-9/30/05)

Key Recommendations from the Pilot Districts

- Regularly scheduled meetings
- Team leader – enthusiastic, champion for nutrition and physical activity
- Team members – committed and on board
- Delegate responsibility to appropriate committee member
 - Assign deadlines
 - Follow-up
- Gain support of administration
- Communication is key

School Nutrition Policies Pilot

Connecticut's 2003 Team Nutrition Grant (9/30/03-9/30/05)

Communication Strategies

- Meetings with parents
- Newsletter for parents
- Meetings with school staff
- Meetings with Board of Education
- Media (newspapers, television, radio)
- Mailings to parents
- Newsletter for school staff
- School district website
- E-mails to school staff
- Meetings with community groups
- Staff handbook
- Parent handbook
- Staff informational packet on student nutrition and physical activity

Your Team's Task

- Complete the questionnaire for Module 1 (**Purple Handout**)
- Determine the scores for the module
- Answer the planning questions
- Rate the recommendations
- Identify top-priority action(s)



Go to it!



“The schools will be where the first victories against obesity will occur”

American School Board Journal, January 2004

Connecticut State Department of Education
Bureau of Health and Nutrition Services and Child/Family/School Partnerships – January 2006



Questions???

Contact:

■ Teri Dandeneau 860-807-2079
teri.dandeneau@po.state.ct.us

■ RoseAnna Holliday 860-807-2064
roseanna.holliday@po.state.ct.us